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ABSTRACT

Based on data obtained from a statewide survey conducted in the fall of 1974, this report documents the 1975-76 racial and ethnic distribution of pupils and employees in Oregon public education agencies. All school districts provided data concerning pupil distribution in each school and staff distribution in 115 districts (73% of the schools) and various intermediate education districts. Tabular data include: enrollment patterns for statewide totals from 1969 through 1975; comparison of students in K-12 with students in grade 12; school districts with "substantial racial minority student enrollments" and staffing patterns (administration and certified staff); schools which are "racially isolated"; schools nearing "racial isolation"; totals by county, grade, and school district; and full-time and part-time staff totals. A section on equal educational opportunity and perspectives provides information on desegregation, integration, and the law, State authority, and the State education department's responsibility. This section focuses on the development and rationale of contemporary equal educational opportunity themes and the relationship of the concept to current Oregon Department of Education--Title IV Civil Rights Act activities. (NQ)

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RACIAL & ETHNIC SURVEY '75-76

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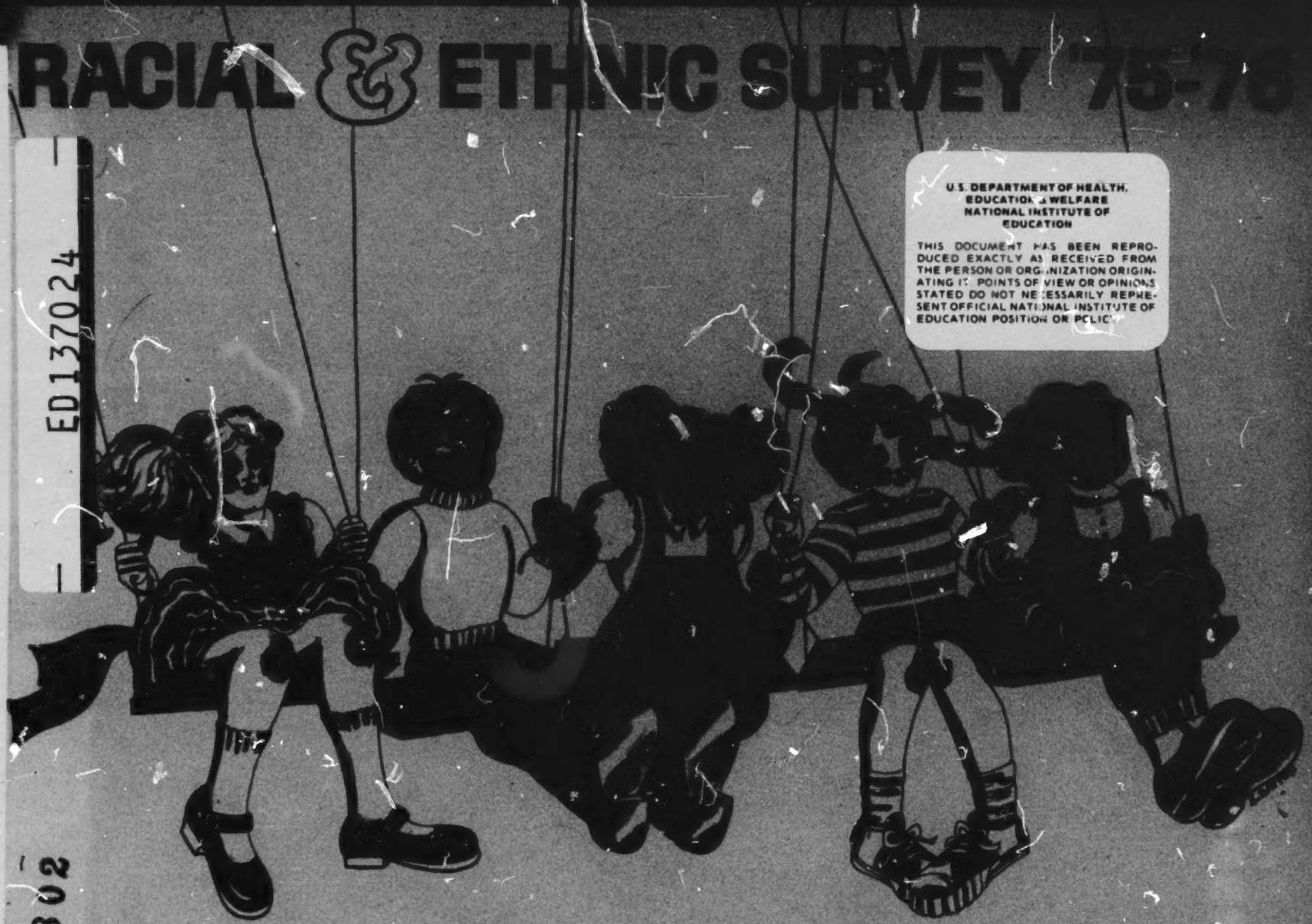

RACIAL & ETHNIC SURVEY '75-'76

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FOREWORD

Since 1969, the State Title IV unit has conducted racial and ethnic surveys to determine the distribution and composition of student enrollments and school personnel in local districts. Once again, school districts responded in a timely manner and cooperated fully with this important task.

This is the sixth racial and ethnic survey and the most comprehensive effort to present the racial composition of student and staffing patterns. The first step in attempting to improve equal education is to identify our clients and then target special services to meet those critical educational needs.

Thank you for your cooperation and attention to this report.

Verne A. Duncan
State Superintendent
of Public Instruction

DEPARTMENT OF EDUCATION
STATE OF OREGON

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September 1, 1976

The goal of the Intergroup Human Relations Commission is to insure that all students receive an equal educational opportunity.

This survey provides the Department of Education with an indication of where minority students are located in the state and enables the whole agency to provide technical assistance to local education agencies in meeting the needs of minority students.

This document provides information that will allow local school districts with minority enrollment to share programs that have effectively met the needs of minority students.

Bobbie Nunn
Chairperson
Intergroup Human Relations
Commission

TABLE OF CONTENTS

Foreword iii

Letter from Chairperson of Commission v

Introduction 1

Equal Educational Opportunity: A Perspective 3

Desegregation, Integration and the Law 5
State Authority 6
Oregon Department of Education Responsibility 6

The Linguistic Minority Child and Equal Educational Opportunity 9

Survey Data 11

Summary of Racial and Ethnic Survey Data 11
Description of Racial and Ethnic Survey Data 13

Figures 15
Tables 21

INTRODUCTION

During the past two decades educators and social scientists have devoted considerable attention to equalizing educational opportunity and the outcomes of formal schooling. Numerous studies have focused on the social-psychological, educational and economic effects of racial isolation in schools, whether *de jure* or *de facto.* The studies have brought about justifications and proposals for eliminating racial isolation.

This report is sixth in the series compiled by the Oregon Department of Education. Its objective is to document the racial and ethnic distribution of pupils and employees in Oregon public education agencies.

In the fall of 1974, a statewide survey was conducted by the Department of Education. All Oregon school districts provided data concerning pupil distribution in each school, as well as staff distribution in 115 districts (73% of the schools) and various intermediate education districts. Most of the data was required for the Elementary and Secondary Civil Rights Survey which is conducted annually by the U.S. Department of Health, Education and Welfare—Office for Civil Rights. Additional data, required for administrative purposes by the Department, was collected simultaneously. This report, compiled by the Title IV unit of the Compensatory Education Section, is based on the data from the statewide survey.

EQUAL EDUCATIONAL OPPORTUNITY: A PERSPECTIVE

The concept of equal educational opportunity abounds in American educational literature. However, difficulty often arises as educators (theorists, program developers and practitioners) attempt to operationalize the concept. Considerable discussion is often generated over the mere definition of the concept and the selection of indicators. But in recent years several nationally recognized social scientists and educators have worked to provide a clearer and more contemporary definition of the educational equality concept.

This section will focus on the development and rationale of contemporary equal educational opportunity themes and the relationship of the concept to current Oregon Department of Education–Title IV Civil Rights Act activities.

Social theorist Andre Beteille suggests that social inequality, conceptually, has two basic dimensions–distributive and relational. The first dimension refers to the ways societal resources (income, wealth, occupation, education, power, prestige or other valued goods) are distributed in the population. The second refers to the ways which individuals, differentiated by the above resources, relate to each other within a social system. This approach seems straightforward. However, when applied specifically to education, new considerations arise.

A recent U.S. Senate inquiry, lasting almost three years, sought to place the equality concept within the context of education. The Senate passed Senate Resolution 359 (91st Congress) on February 19, 1970, which reads as follows:

"Whereas the policy of the United States to assure every child, regardless of color or national origin, an equal opportunity for quality education has not been achieved in any section of the Country: Now, therefore be it *Resolved* that a committee be established to study the effectiveness of existing laws and policies in assuring equality of educational opportunity, including policies of the United States with regard to segregation on the grounds of race, color, or national origin, whatever the origin or cause of such segregation and to examine the extent to which policies are applied in all regions of the United States."

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11

The U.S. Senate Select Committee created by Resolution 359 consisted of the following members:

Walter F. Mondale, Minn., Chairman
John L. McClellan, Arkansas
Warren G. Magnuson, Washington
Jennings Randolph, West Virginia
Daniel Inouye, Hawaii
Birch Bayh, Indiana
William G. Spong, Jr., Virginia
Sam J. Ervin, Jr., North Carolina
Adlai E. Stevenson III, Illinois
Roman Hruska, Nebraska
Peter Dominick, Colorado
Edward W. Brooke, Mass.
Mark O. Hatfield, Oregon
Marlow W. Cook, Kentucky
Jacob K. Javits, New York

This U.S. Senate Select Committee listened to students, teachers, parents, school administrators, social scientists, academic experts, foundation officers and government officials during its inquiry into the way in which

> "American public education serves those voices who are heard least—children and families from racial and ethnic minority groups, or who are simply poor."

Among the first to be called before the Committee to set the scope of the inquiry were Dr. Kenneth Clark, a professor of social-psychology at the City University of New York and Director of the Metropolitan Applied Research Center; Dr. James Coleman, professor of social relations at the Johns-Hopkins University and principal investigator of the massive survey of American schools authorized by the Civil Rights Act of 1964 (this survey is often referred to as the Coleman Report); and Dr. Thomas F. Pettigrew, a career scholar in the field of race relations and a professor of social relations at Harvard University.

Dr. Clark, who provided much of the social science evidence for the NAACP attorneys who argued the *Brown* vs. *Topeka* case, reiterated that:

> "To separate them [Blacks] from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely to ever be undone."

Dr. Clark added that the brief submitted to the U.S. Supreme Court also contained a section which focused upon the consequences of dual school systems for majority group children. According to Dr. Clark:

> "The culture permits and at times encourages them [Whites] to direct their feelings of hostility and aggression against whole groups of people, the members of which are perceived as weaker than themselves. They often develop patterns of guilt feelings, rationalizations and other mechanisms which they must use to protect themselves from recognizing the essential injustice of their unrealistic fears and hatreds for the minority groups."

Clearly, Dr. Clark's line of testimony before the U.S. Supreme Court in 1954 and before the U.S. Senate Select Committee on Equal Educational Opportunity defines equal educational opportunity in terms of the elimination of dual school systems and/or racial isolation. It was this line of social-psychological and legal testimony which was very basic to United States Supreme Court's decision in *Brown* which declared governmentally enforced school segregation to be in violation of the 14th Amendment and that separate educational facilities were inherently unequal.

Dr. James Coleman, after reviewing the concept of equal educational opportunity in the educational histories of the United States, Canada and England, concluded that educational equality may be conceptualized as follows:

1) Inequality as defined by the degree of racial separation;
2) Inequality of resource inputs from the school system;
3) Inequality of "intangible" resources such as teacher morale;
4) Inequality of inputs as weighted according to their effectiveness for achievement; and
5) Inequality of output as prima facie evidence of inequality of opportunity.

The first definition is based on the 1954 *Brown vs. Board of Education* decision. Definitions two and three focus on inequality of inputs. Definition four focuses on the issue of the effectiveness of various inputs for maximizing educational outputs. This definition raised some relatively new equal educational opportunity concerns because it considers the intensity of resources needed for effectiveness in schooling. Using traditional measures of school quality (number of school administrators, per pupil expenditure for teaching, teacher preparation, teacher test performance, pupil-teacher ratio, age of building, size of library and backgrounds of fellow students), Coleman sought to determine what resources really make a difference in terms of achievement outcomes. In his massive survey of American schools, one of his most significant conclusions was that the integration of the lower class child into a predominantly middle class school does more than anything else to narrow the gap in achievement outcomes as measured by achievement test scores. And, correspondingly, social class integration is usually impossible for minority students without racial integration.

The fifth definition of inequality focuses on equality in terms of the consequences of school for individuals of unequal backgrounds and abilities. Examples would include children whose first language is other than English and low-achieving children from homes in which verbal expression is very limited. (See "The Linguistic Minority Child . . . " p. 9.)

A third expert witness, Dr. Thomas Pettigrew, stated that in his opinion one of the essential components of equal educational opportunity for the United States is the racial and social class integration of the nation's public schools, saying that "social science evidence leads to that conclusion."

Thus, each of these nationally recognized expert witnesses generally agreed on the importance of eliminating racial segregation and/or isolation, whatever its causes, as being fundamental to providing equal educational opportunity in American schools.

1.0 Desegregation, Integration and the Law

The thrust toward school desegregation and equalizing educational opportunity in Oregon came from several sources—federal law, court decisions and Oregon State Board of Education policy.

Both federal and state court decisions have their root in the equal protection clause of the Fourteenth Amendment to the Constitution of the United States:

> "No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States. . . . nor deny to any person within its jurisdiction the equal protection of the laws."

In 1954, the United States Supreme Court ruled in the far-reaching *Brown* vs. *Topeka* decision, that *de jure* segregation is illegal.

The implication of this decision is summarized in a report to the United States Commission on Civil Rights:

> "Later decisions have applied *Brown* to purposeful school segregation resulting from administrative actions of state or local public officials even where such segregation is not dictated or sanctioned by the state or local law. The courts have indicated that such purposeful segregation is unconstitutional even where it is less than complete and even when it is accomplished by inaction rather than action."

The passage of the Civil Rights Act of 1964 provided for the implementation of many civil rights statutes, including school desegregation. Title VI authorized the Justice Department to file suits against public educational organizations which were not in compliance with the law. With respect to school desegregation policy, Title IV of the Act authorized the U.S. Office of Education to provide financial assistance to local education agencies (LEAs) to enable them to overcome the problems incident to desegregation. Also included was a provision providing technical assistance to states and school districts in various stages of the desegregation process.

The Title VI provision empowered the U.S. Justice Department to take the initiative; this often resulted in the courts directing a school district to develop and submit a satisfactory plan which then became a part of a detailed court order over which the court retained jurisdiction.

2.0 State Authority

To insure that Oregon school districts meet their responsibility toward equal education opportunities, on March 22, 1974, the State Board of Education adopted Policy Number 4171 which has the following provisions:

> "The Board of Education considering its goals of modern education, the scholastic needs of students, and its responsibility to equalize educational opportunities, hereby declares its policy to encourage and support racially integrated education in the elementary and secondary schools of Oregon so that children of all races learn together and acquire the skills and attributes of citizenship. The Board of Education declares that it is the affirmative duty of each local school district which has a substantial racial minority student enrollment to formulate policies, and to plan, implement, and evaluate educationally sound and feasible programs, to prevent or eliminate racial isolation in its schools, and to achieve and maintain an integrated educational program characterized by mutual respect, awareness of cultural diversity, and responsiveness to the needs of all students. The Superintendent of Public Instruction is hereby directed to request local school districts to report to him periodically concerning their policies, plans, and programs, and shall provide assistance to local districts, to achieve these goals."

3.0 Oregon Department of Education Responsibility

The Department's concern for the elimination of racial isolation is a function of the Title IV Civil Rights Act unit, also referred

to as the Equal Educational Opportunities unit. This unit, part of the Compensatory Education Section of the Oregon Department of Education, was first organized in 1969. Under its current work plan the following major objectives have been incorporated:

- To render assistance to school districts and other agencies concerning problems attendant to desegregation and integration.
- To provide technical assistance in field services to LEAs and education-related agencies.
- To provide for communications and interagency liaison.
- To act as a resource in curriculum development and in-service training.

The Title IV CRA unit recognizes that the elimination of racial isolation is the first step in achieving racial, ethnic and social integration in Oregon public schools. The following objectives are components of the PRIME Model.* They should be pursued simultaneously with the objectives listed above, in order to build multi-racial educational environments.

- **Multi-ethnic Student Roles.** Students of all ethnic groups should become structurally integrated in the social system of the school so they hold comparable statuses and play comparable roles in the school. Specifically, this means the children of all ethnic groups come to perceive each other as friends and that the distribution of valued statuses and roles in the school is similar for all groups.
- **Multi-ethnic Educator Roles.** There should be integration of educators of all ethnic groups throughout the staff of the school so that the opportunity structure is equally open to educators of all groups. This implies that educators from all ethnic groups will be recruited and will hold statuses and roles at all levels of the school hierarchy.
- **Multi-ethnic Parent Roles.** Parents of children of all ethnic groups shall become structurally integrated into the life of the school so that they hold comparable statuses and roles at all levels of hierarchy.
- **Self-concept and Attitudes** toward school and learning shall become equally positive in students of all ethnic groups.
- **Academic Achievement** of students from all ethnic groups will match and exceed the national norms for standardized achievement tests.
- **Multi-ethnic Programs** shall be developed in which curriculum materials, teacher attitudes, and teaching procedures provide all children with opportunities to understand and to develop pride in their own ethnic heritages, in order to understand and respect the ethnic heritages of other groups in the classroom and American society.

In summary, the elements of educational inequality—racial and linguistic isolation, economic discrimination, malnutrition, unequal resources and unequal school practices—add up to a complex system which is short-changing many minority children. Solutions to the problems outlined in the foregoing section are not simple. But the Oregon Department of Education Title IV unit is moving ahead in an affirmative manner to meet the challenges of equalizing education for Oregon children.

*PRIME Model: Program Research in Multi-Cultural Education, University of California at Riverside, Riverside, CA.

THE LINGUISTIC MINORITY CHILD AND EQUAL EDUCATIONAL OPPORTUNITY

The Civil Rights Act of 1964, Title VI, states that "no person on the ground of race, color, or national origin shall be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." In order to implement this statute, the United States Department of Health, Education and Welfare developed guidelines requiring that:

> Where inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students. (35 Fed. Reg. 11595; July 18, 1970; App, P. 26a.)

On January 21, 1974, further support to this regulation was added when the U. S. Supreme Court rendered the unanimous *Lau* vs. *Nichols* decision. This decision, based on sections 601 and 602 of the Civil Rights Act of 1964 and the pursuant HEW regulations, held that San Francisco's failure to take the necessary steps to meet the language difficulties of 1800 non-English speaking Chinese students constitutes a violation of Title VI. The unanimous court ruled that:

> Basic English skills are at the very core of what these public schools teach. Imposition of a requirement that, before a child can effectively participate in the educational program, he must already have acquired those basic skills is to make a mockery of public education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful.

Although the court used very strong language in this landmark decision, it left open the kind of language program required as a remedy; the court requested that the Board of Education "be directed to apply its expertise to the problem and rectify the situation."

In 1975 the Department of Health, Education and Welfare assembled a task force of linguistic and educational specialists to develop a remedies manual to assist school districts in the implementation of the *Lau* decision.

They suggest four basic programs to meet the requirements of *Lau*:

1) English as a second language;
2) Bilingual/transitional programs;
3) Bilingual/bicultural; and
4) Multilingual/multicultural.

Since remedies are being developed on a district by district basis, there have been a number of remedies developed. However, the basic obligation for educational planners simply stated is as follows:

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1) Systematically and validly determine which students are linguistically different;
2) Systematically and validly determine the language characteristics of identified students;
3) Systematically and validly determine the achievement characteristics of identified students; and
4) Match instructional programs to the assessed student characteristics.

If this assessment process is followed, school district officials should be well along in meeting nondiscriminating linguistic requirements of Title VI of the 1964 Civil Rights Act and the *Lau* vs. *Nichols* decision.

SURVEY DATA

SUMMARY OF RACIAL AND ETHNIC SURVEY DATA

STUDENTS

1. Six percent (28,675) of Oregon school pupils are ethnic minorities.
2. Since 1969-70, the only minority group to show a significant increase in percentage of total enrollment is the Spanish-surnamed.
3. There has been a dramatic increase in the number of school districts with substantial racial minority student enrollment* (24 districts in 1974-75, 53 districts in 1975-76).
4. Of the six schools in the state which are nearing racial isolation,* three were also nearing racial isolation in 1974-75 and one was racially isolated in 1974-75.
5. There are 15 racially isolated* schools in the state. Nine out of ten of the schools which were racially isolated in 1974-75 are still isolated.
6. Racially isolated schools in the Portland School District (8 schools) have Black students as the primary minority group. All other racially isolated schools in the state have Indian, Spanish-surnamed, or Russian (either singly or in combination) as the primary minority.

*For precise definitions of substantial racial minority enrollment, racial isolation, and nearing racial isolation, see appropriate table.

STAFF

1. The percentage of minority administrators (2.8 percent) remains significantly lower than the percentage of minority students (6 percent) throughout the state.
2. Since 1969-70, both Spanish-surnamed and Blacks have significantly increased the percentage of full-time staff they represent.
3. Only 1 out of 18 school districts in the sample of school districts with substantial minority enrollment has a percentage of minority administrative and certificated staff which exceeds the percentage of minority student enrollment.
4. In the sample of school districts with substantial minority student enrollment, the difference in the percentage of minority enrollment and the percentage of minority administrative and certificated staff is an average of 12 percent per school district. The overall statewide difference is 3.2 percent.
5. While the percentage of minority staff at racially isolated schools is higher than the statewide percentage, none of the racially isolated schools for which staff data was available has more than 40 percent minority certificated staff.

DESCRIPTION OF RACIAL AND ETHNIC SURVEY DATA

FIGURES 1-6

Show the distribution of racial minority students on a county basis.

TABLE I

Shows overall totals of racial minority students in Oregon since the school year 1969-70.

TABLE II

Compares the overall totals of racial minority students in the state to the corresponding racial minority students in Grade 12 in an effort to address the question of the holding power of educational institutions.

TABLE III

Shows totals of racial minority full-time staff. Totals are not statewide but actual figures of sample school districts chosen to participate in a survey by the Equal Employment Opportunity Commission, The Office for Civil Rights, and the National Center for Education Statistics of the Department of Health, Education and Welfare.

TABLE IV

Shows totals of racial minority full-time administrative staff. The 1975-76 data is delineated by sex as well as ethnicity. Figures based on the same sample school districts as in Table 3.

TABLE V

Shows a sampling of the school districts which have "substantial racial minority student enrollment." A school district has "substantial minority enrollment" if a) every school in the district has a combined minority percentage of total enrollment of $\geq$ 5 percent, or b) at least one school in the district has a combined minority percentage of total enrollment of $\geq$ 50 percent.

TABLE VI

Shows the ethnic patterns of administrative and certificated staff for those school districts included in Table 5. Certificated staff are those positions which require certification under state law.

TABLE VII

Shows a sampling of schools which are racially isolated. A school is racially isolated if the combined minority percentage of the total enrollment is $\geq$ 50 percent.

TABLE VIII

Shows the ethnic patterns of administrative and certificated staff for those schools included in Table 7.

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TABLE IX

Shows a sampling of the schools nearing racial isolation. A school is nearing racial isolation if the combined minority percentage of the total enrollment is between 40 and 50 percent.

TABLE X

Shows the ethnic patterns of administrative and certificated staff for those schools included in Table 9.

TABLE XI

Shows the racial distribution of students for each school district.

TABLE XII

Summarizes the school district totals by county.

TABLE XIII

Shows the statewide racial distribution by grade level.

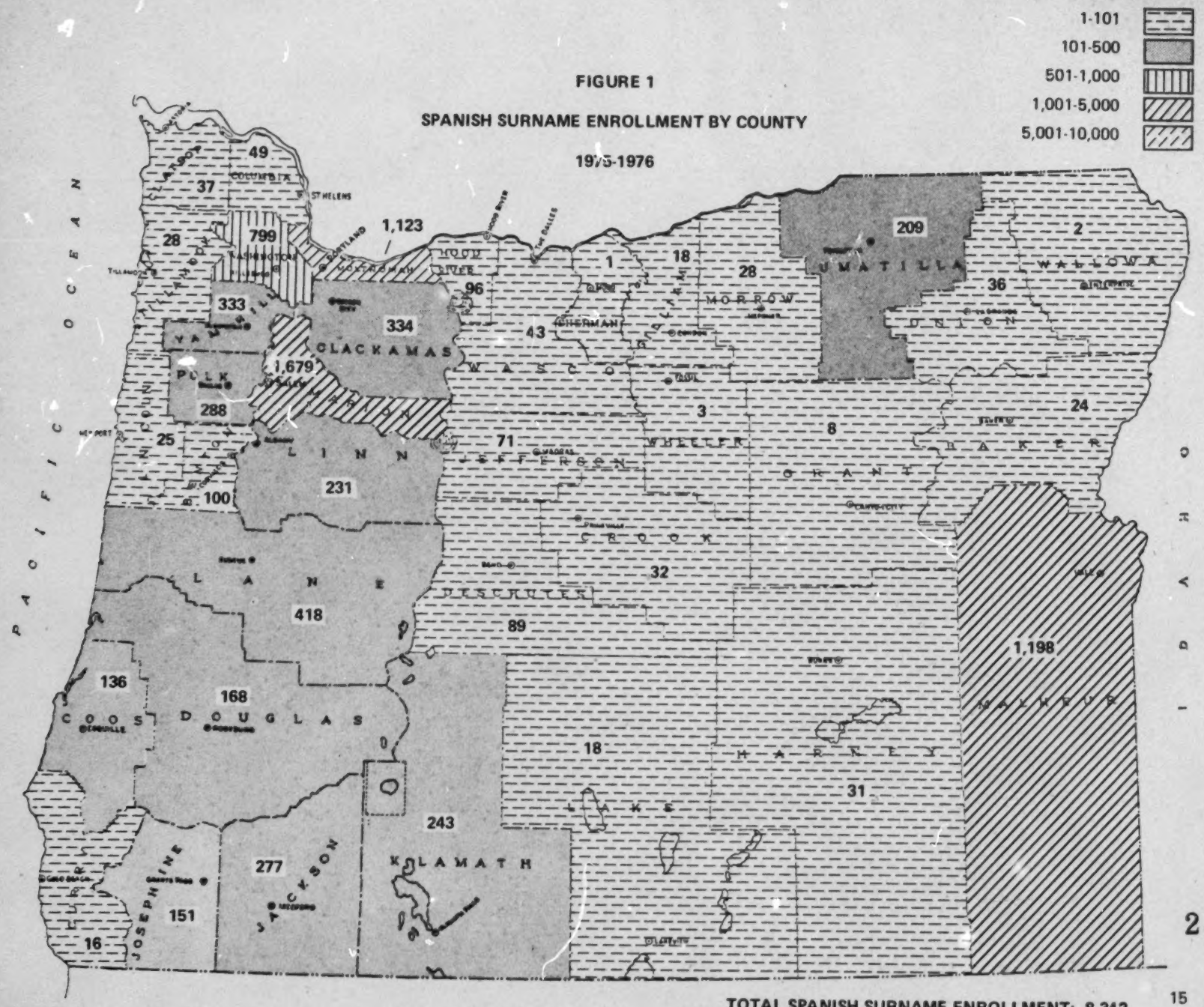
TABLE XIV

Shows totals of full-time and part-time staff and new hires. Figures based on the same sample school districts as in Table 3.

FIGURE 1

SPANISH SURNAME ENROLLMENT BY COUNTY

1975-1976

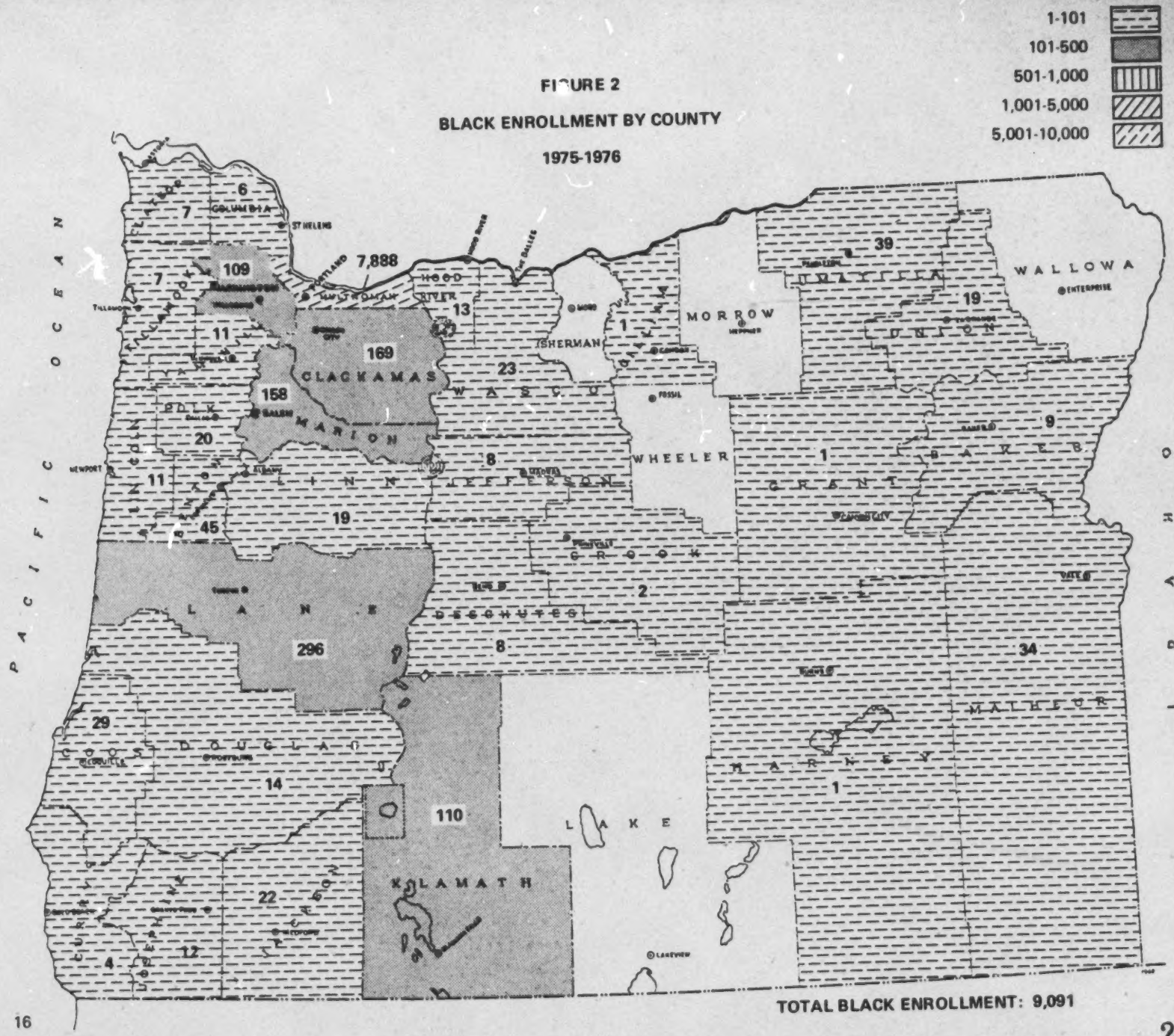


TOTAL SPANISH SURNAME ENROLLMENT: 8,342

FIGURE 2

BLACK ENROLLMENT BY COUNTY

1975-1976



TOTAL BLACK ENROLLMENT: 9,091

FIGURE 3

ASIAN ENROLLMENT BY COUNTY

1975-1976

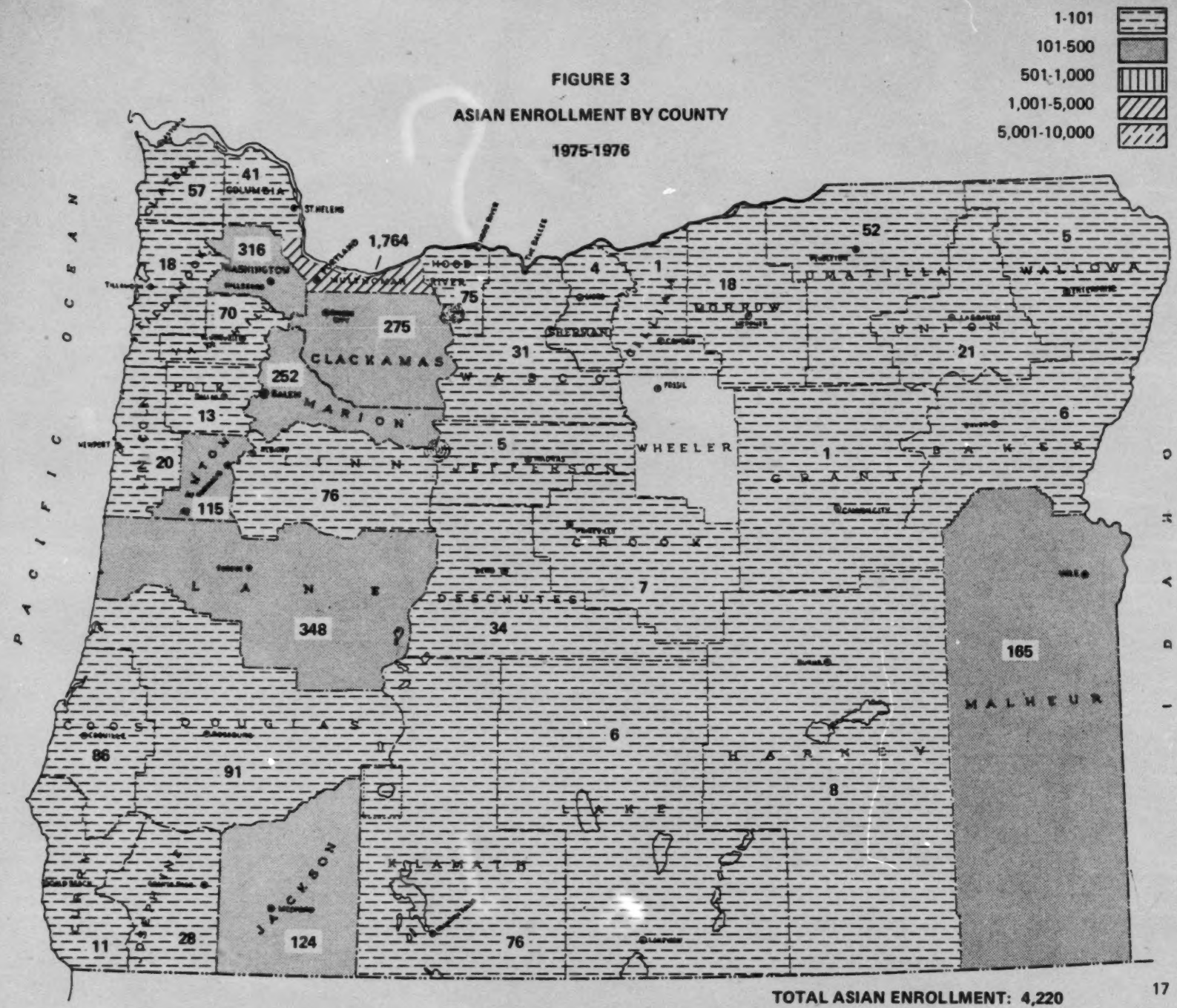
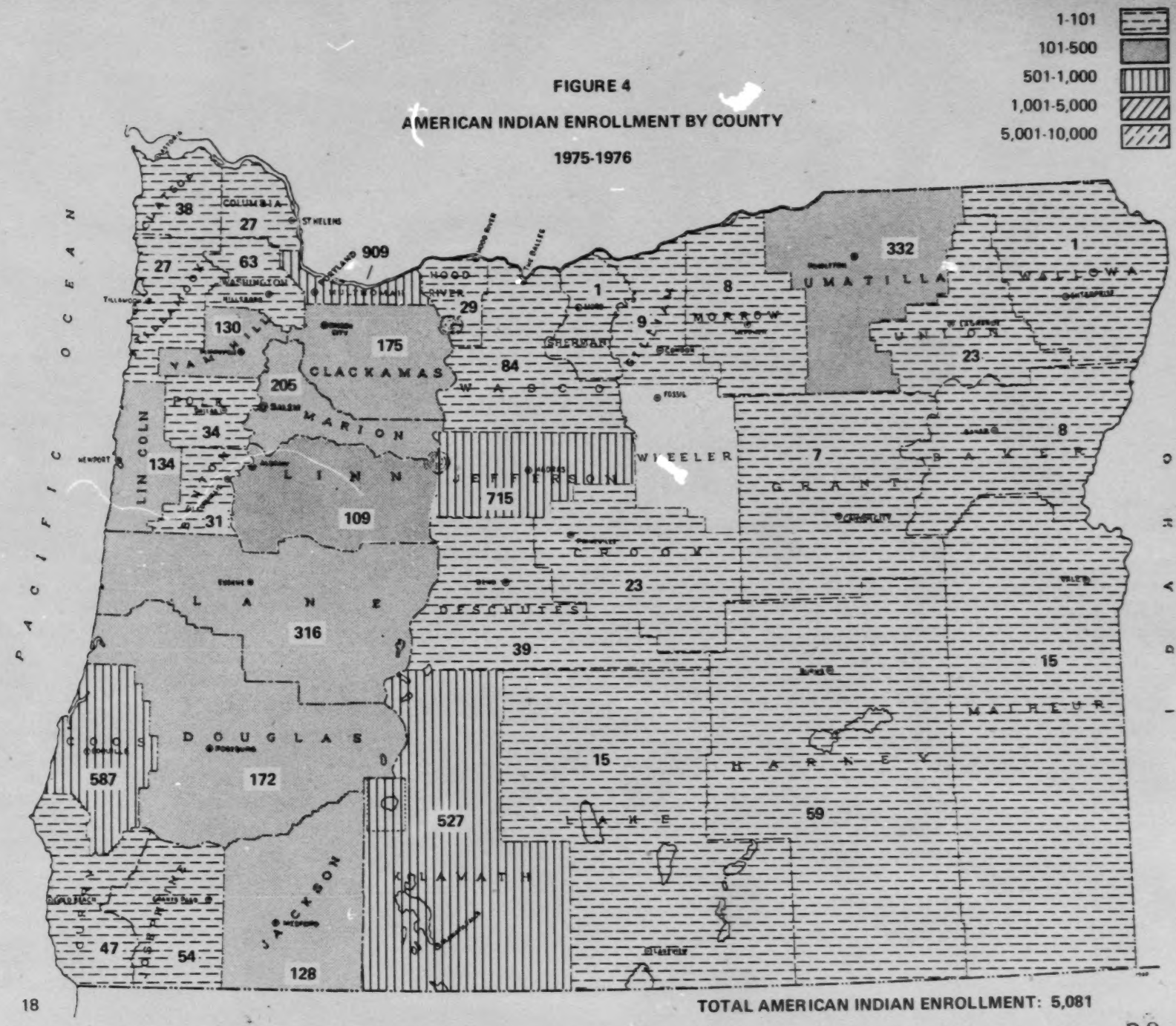


FIGURE 4

AMERICAN INDIAN ENROLLMENT BY COUNTY

1975-1976

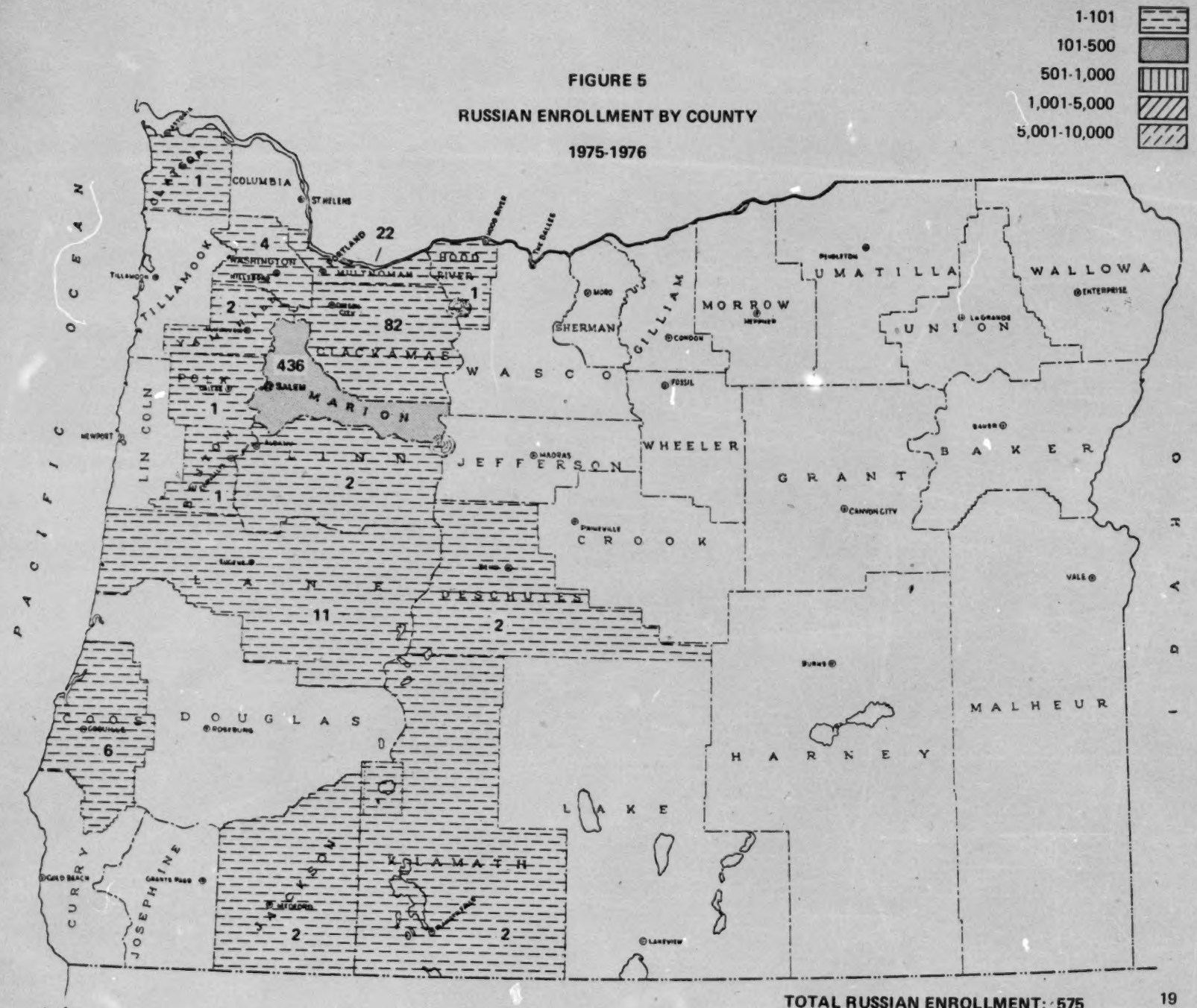


TOTAL AMERICAN INDIAN ENROLLMENT: 5,081

FIGURE 5

RUSSIAN ENROLLMENT BY COUNTY

1975-1976

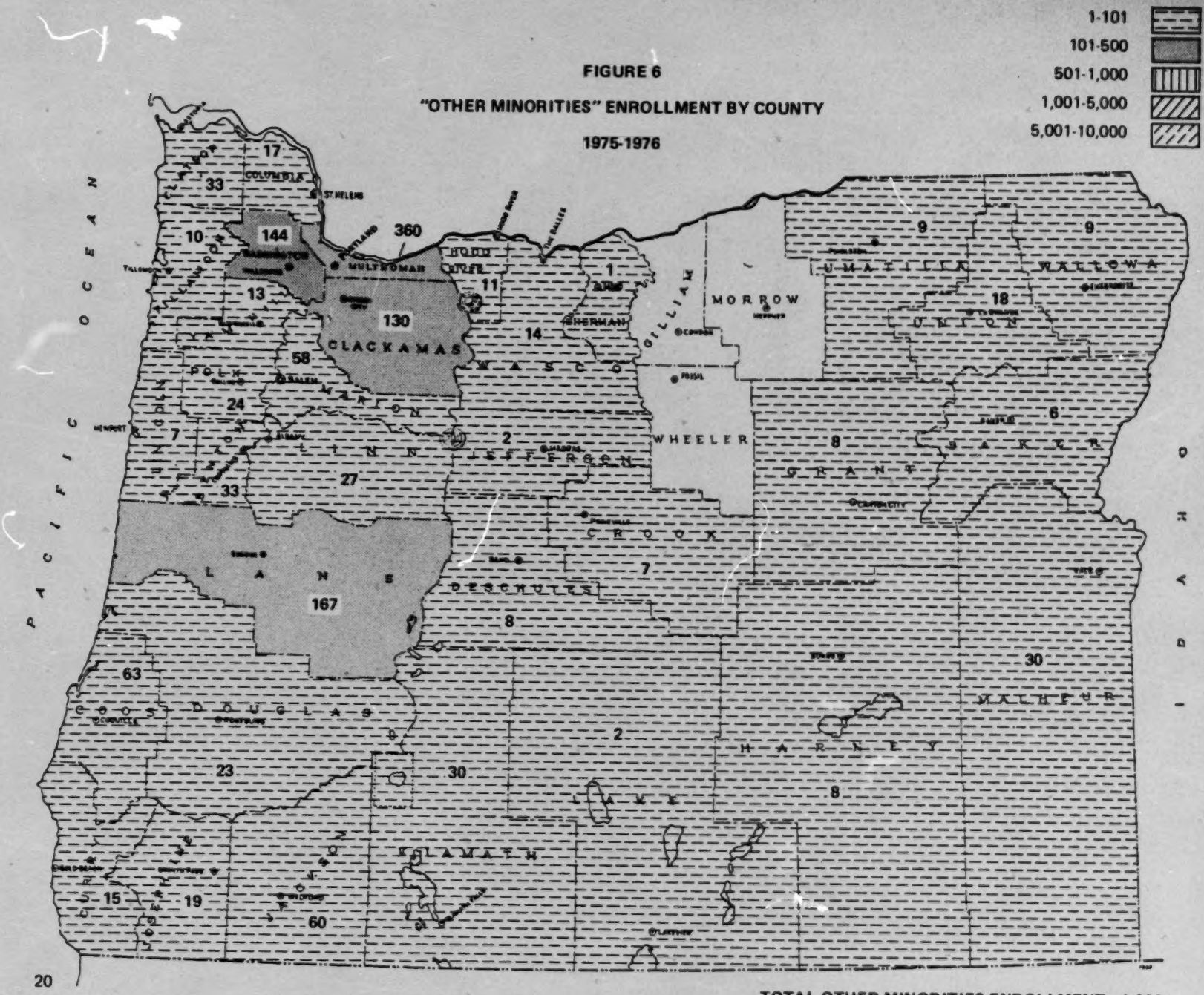


TOTAL RUSSIAN ENROLLMENT: 575

FIGURE 6

"OTHER MINORITIES" ENROLLMENT BY COUNTY

1975-1976



TOTAL OTHER MINORITIES ENROLLMENT: 1,366

TABLE I
RACIAL AND ETHNIC GROUPS IN OREGON SCHOOLS
Enrollment Patterns for Statewide Totals from 1969-1975

	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
Spanish-surname	4,500	6,682	6,573			7,979	8,342
Black	7,513	8,003	7,997			8,864	9,091
American Indian	3,385	3,627	3,563	No Survey		4,602	5,081
Asian	3,130	3,266	2,778			3,577	4,220
Russian	210	518	518			503	575
Other Minorities	*	*	*	* Data not available		1,008	1,366
Anglo	408,192	442,854	448,020			448,446	445,333

TABLE II
RACIAL AND ETHNIC GROUPS IN OREGON SCHOOLS
Comparison of K-12 to Grade 12

	Spanish Surname	Black	American Indian	Asian	Russian	Anglo
1971-72						
K-12	6,573	7,997	3,567	2,778	518	448,020
Grade 12	316	420	173	255	13	32,315
1974-75						
K-12	7,979	8,864	4,602	3,577	503	448,446
Grade 12	405	517	246	277	3	32,318
1975-76						
K-12	8,342	9,091	5,081	4,220	575	445,333
Grade 12	344	524	249	354	8	31,729

TABLE III
LOCAL SCHOOL DISTRICT PERSONNEL (FULL-TIME)

	Spanish Surname	Black	American Indian	Asian	Russian	Anglo
1968-69	15	137	16	97	–	21,031
1969-70	30	137	31	95	2	23,031
1970-71	165	176	72	157	3	32,959
1971-72	157	160	101	111	14	39,445
1974-75	215	400	88	195	*	32,740
1975-76	231	555	131	237	*	32,158

*There is no category for "Russian" on the EEO-5 forms

TABLE IV

MINORITY SCHOOL DISTRICT ADMINISTRATION

1970-71
- 1–Spanish-surnamed principal
- 4–Black principals
- 3–Black vice principals
- 2–American Indian principals
- 2–Asian vice principals

1971-72
- 1–Spanish-surnamed official, administrator and manager
- 1–Spanish-surnamed vice principal
- 4–Black principals
- 2–Black vice principals
- 2–American Indian principals
- 2–Asian vice principals

1974-75
- 2–Spanish-surnamed officials, administrators and managers
- 2–Spanish-surnamed principals
- 1–Spanish-surnamed vice principal
- 11–Black officials, administrators and managers
- 3–Black principals
- 7–Black vice principals
- 2–American Indian officials, administrators and managers
- 2–American Indian principals
- 2–American Indian vice principals
- 1–Asian principal
- 5–Asian vice principals

1975-76

OFFICIALS, ADMINISTRATORS AND MANAGERS

MALE				FEMALE				
Black	Spanish-Surname	Asian	American Indian	Black	Spanish-Surname	Asian	American Indian	
6	1	1	2	7	2	3	1	
Total	10			Total	13			Grand Total 23

PRINCIPALS

MALE				FEMALE				
Black	Spanish-Surname	Asian	American Indian	Black	Spanish-Surname	Asian	American Indian	
3	2	0	3	2	0	1	0	
Total	8			Total	3			Grand Total 11

ASSISTANT PRINCIPALS
(Teaching and Non-Teaching)

MALE				FEMALE				
Black	Spanish-Surname	Asian	American Indian	Black	Spanish-Surname	Asian	American Indian	
1	3	3	2	3	0	0	0	
Total	9			Total	3			Grand Total 12

TABLE V

SAMPLE SCHOOL DISTRICTS WITH "SUBSTANTIAL* RACIAL MINORITY STUDENT ENROLLMENTS"

County and District	White	Spanish Surname	Black	Asian	American Indian	Russian	Other	Total Minorities	Total Enrollment	Combined Minority Percentage of Total Enrollment
CLACKAMAS										
Ninety-One 91	356	2	1	–	–	52	–	55	420	13.1
HARNEY										
Burns UH2	491	2	–	1	16	–	7	26	517	5.0
JEFFERSON										
Jefferson 509J	1,595	45	8	5	708	–	2	768	2,363	32.5
MALHEUR										
Adrian 61	326	57	–	19	–	–	–	76	402	18.9
Nyssa 26	683	545	14	19	2	–	2	582	1,265	46.0
Ontario 8C	2,083	446	20	110	5	–	28	609	2,692	22.6
Vale 15	521	93	–	6	7	–	–	106	627	16.9
Vale UH3	394	30	–	6	1	–	–	37	431	8.6
MARION										
Gervais UH1	328	45	1	1	–	–	–	47	375	12.5
Jefferson 14J	786	107	5	2	2	–	–	116	902	12.9
Mt. Angel 91	568	97	–	23	–	42	2	164	732	22.4
North Marion 15	1,338	185	–	4	–	10	–	199	1,537	12.9
Woodburn 103	1,468	417	6	18	6	247	4	698	2,166	32.2
MULTNOMAH										
Portland 1J	51,211	833	7,636	1,316	680	12	198	10,675	61,896	17.2
UMATILLA										
Hermiston 8	2,385	111	11	21	44	–	2	189	2,574	7.3
WASHINGTON										
North Plains 70	319	12	–	–	6	–	–	18	337	5.3
YAMHILL										
Dayton 8	804	98	–	1	1	–	–	100	904	11.1
Willamina 30J	851	11	2	7	85	–	–	105	956	11.0

*A school district with "substantial racial minority student enrollments" is one in which a) every school in the district has a combined minority percentage of total enrollment of ≥ 5 percent, or b) at least one school in the district has a combined minority percentage of total enrollment of ≥ 50 percent

TABLE VI

STAFFING PATTERNS FOR SAMPLE SCHOOL DISTRICTS WITH SUBSTANTIAL MINORITY ENROLLMENT
(Administration and Certificated Staff Only)

County and Districts	White	Spanish Surname	Black	Asian	American Indian	Other	Total Minorities	Total Staff	Combined Minority Percentage of Total Staff
CLACKAMAS									
Ninety-One 91**	22	–	–	–	–	–	0	22	0
HARNEY									
Burns UH2	37	–	–	–	–	–	0	37	0
JEFFERSON									
Jefferson 509J	123	1	–	–	9	–	10	133	7.5
MALHEUR									
Adrian 61***	28	–	–	2	–	–	2	28	7.1
Nyssa 26***	79	1	–	1	–	–	2	81	2.5
Ontario 8C*	132	5	–	6	–	–	11	143	7.7
Vale 15***	33	–	–	2	–	–	2	35	5.7
Vale UH3***	25	–	–	–	–	2	2	27	7.4
MARION									
Gervais UH1***	25	2	–	–	–	–	2	27	7.4
Jefferson 14J***	54	1	–	–	–	–	1	54	1.9
Mt. Angel 91	43	–	–	–	–	–	0	43	0
North Marion 15	81	1	–	2	–	–	3	84	3.6
Woodburn 103*	119	14	–	1	–	–	15	134	11.2
MULTNOMAH									
Portland 1J	3,477	6	221	53	9	–	289	3,766	7.7
UMATILLA									
Hermiston 8	153	–	–	2	1	–	3	156	1.9
WASHINGTON									
North Plains 70	13	–	–	2	–	–	2	15	13.3
YAMHILL									
Dayton 8**	50	2	–	1	1	–	4	54	7.4
Willamina 30J*	62	–	–	–	–	–	0	62	0

* Information taken from *Racial and Ethnic Survey '74-'75*
** Information taken from 1974 EEO-5 Survey
***Information taken from Racial and Ethnic Staff Supplement to Fall Report '75-'76

TABLE VII

A SAMPLE OF INDIVIDUAL SCHOOLS WHICH ARE "RACIALLY ISOLATED"*

County and School (District)	White	Spanish Surname	Black	Asian	American Indian	Russian	Other	Total Minorities	Total Enrollment	Combined Minority Percentage of Total Enrollment
JEFFERSON										
Simnasho Elementary (Jefferson 509J)	7	–	–	–	17	–	–	17	24	70.8
Warm Springs Elementary (Jefferson 509J)	12	–	–	2	335	–	–	337	349	96.6
MALHEUR										
Nyssa Elementary (Nyssa 26)	276	326	6	8	1	–	–	341	617	55.3
MARION										
Nellie Muir Elementary (Woodburn 103)	157	122	1	4	1	52	–	180	337	53.4
MULTNOMAH										
Boise Elementary (Portland 1J)	62	1	311	–	5	–	–	317	379	83.6
Eliot Elementary (Portland 1J)	189	2	268	5	3	–	–	278	467	59.5
Humboldt Elementary (Portland 1J)	120	6	233	3	–	–	–	242	362	66.9
King Elementary (Portland 1J)	141	10	346	9	2	–	–	367	508	72.2
Sabin Elementary (Portland 1J)	110	2	196	–	2	–	–	200	310	64.5
Vernon Elementary (Portland 1J)	273	7	371	3	6	–	–	387	660	58.6
Woodlawn Elementary (Portland 1J)	287	8	279	11	5	–	7	310	597	51.9

*A "Racially Isolated School" is one in which the combined minority percentage of total enrollment is $\geq$ 50 percent

TABLE VIII

STAFFING PATTERNS FOR THE SAMPLE OF INDIVIDUAL SCHOOLS WHICH ARE "RACIALLY ISOLATED"
(Administration and Certificated Staff Only)

County and School (District)	White	Spanish Surname	Black	Asian	American Indian	Other	Total Minorities	Total Staff	Combined Minority Percentage of Total Staff
JEFFERSON									
Simnasho Elementary (Jefferson 509J)	1	–	–	–	–	–	0	1	0
Warm Springs Elementary (Jefferson 509J)	18	–	–	–	3	–	3	21	14.3
MALHEUR									
Nyssa Elementary (Nyssa 26)**	26	1	–	1	–	–	2	28	7.1
MARION									
Nellie Muir Elementary (Woodburn 103)	13	8	–	–	–	–	8	21	38.1
MULTNOMAH									
Boise Elementary (Portland 1J)	25	–	2	–	–	–	2	27	11.1
Eliot (Portland 1J)	23	–	2	–	–	–	2	25	8.0
Humboldt Elementary (Portland 1J)	18	–	2	–	–	–	2	20	10.0
King Elementary (Portland 1J)	28	–	4	–	–	–	4	32	12.5
Sabin Elementary (Portland 1J)	24	–	2	–	–	–	2	26	7.7
Vernon Elementary (Portland 1J)	31	–	2	–	–	–	2	33	6.1
Woodlawn Elementary (Portland 1J)	34	–	2	1	–	–	3	37	8.1

* Figures taken from *Racial and Ethnic Survey '74-'75*
**Figures taken from Racial and Ethnic Staff Supplement to Fall Report 1975-76

TABLE IX

A SAMPLE OF INDIVIDUAL SCHOOLS WHICH ARE "NEARING RACIAL ISOLATION"*

County and School (District)	White	Spanish Surname	Black	Asian	American Indian	Russian	Other	Total Minorities	Total Enrollment	Combined Minority Percentage of Total Enrollment
MALHEUR										
Lindbergh Elementary (Ontario 8C)	95	79	7	3	–	–	–	89	184	48.4
Nyssa Junior High School (Nyssa 26)	119	103	3	6	1	–	–	113	232	48.7
MULTNOMAH										
Irvington Elementary (Portland 1J)	296	2	263	4	8	–	2	279	575	48.5
Jefferson High School (Portland 1J)	536	–	452	10	11	–	4	477	1,013	47.1

*A school "Nearing Racial Isolation" is one in which the combined minority percentage of total enrollment is between 40 and 50 percent

TABLE X

STAFFING PATTERNS FOR THE SAMPLE OF INDIVIDUAL SCHOOLS "NEARING RACIAL ISOLATION"
(Administration and Certificated Staff Only)

County and School (District)	White	Spanish Surname	Black	Asian	American Indian	Other	Total Minorities	Total Staff	Combined Minority Percentage of Total Staff
MALHEUR									
Lindbergh (Ontario 8C)*	11	1	–	–	–	–	1	12	8.3
Nyssa Jr. High (Nyssa 26)**	21	–	–	–	–	–	0	21	0
MULTNOMAH									
Irvington (Portland 1J)	29	–	2	–	–	–	2	31	6.5
Jefferson High School (Portland 1J)	61	–	12	2	–	–	14	75	18.7

* Figures taken from *Racial and Ethnic Survey '74-'75*
**Figures taken from Racial and Ethnic Staff Supplement to Fall Report 1975-76

TABLE XI

SCHOOL DISTRICT TOTALS

Data Compiled December 1975

County and Districts	White	Spanish Surname	Black	Oriental	American Indian	Russian	Other Minorities
BAKER							
Baker County 30J	137	–	–	–	–	–	–
Baker 5J	2,531	18	8	5	6	–	4
Huntington 16J	134	–	–	1	1	–	–
Pine Eagle 61	458	6	1	–	1	–	2
BENTON							
Alpine 26C	72	1	–	–	1	–	–
Alsea 7J	236	3	–	2	–	–	–
Bellfountain 23	64	–	–	–	–	–	–
Corvallis 509J	7,452	76	46	108	27	4	26
Fairmount 43	172	–	–	2	–	–	–
Fir Grove 74	161	–	–	1	–	–	–
Irish Bend 24	31	–	–	–	–	–	–
Monroe 25J	189	4	1	2	–	–	–
Monroe UH1J	190	2	–	–	–	–	–
No. Albany 34	180	–	–	–	–	–	–
Oak Grove 4	214	1	–	1	–	–	–
Philomath 17J	1218	5	1	7	2	–	1
CLACKAMAS							
Boring 44	497	3	1	2	1	–	–
Bull Run 45	69	–	–	–	–	–	–
Butte Creek 67J	182	8	4	–	2	6	–
Canby 86C	1,558	49	3	3	1	–	–
Canby UH1	1,006	24	–	2	1	3	–
Carus 29	227	4	1	–	1	2	–
Clarkes 32	208	–	–	–	–	–	–
Colton 53	794	12	5	1	3	–	1
Cottrell 107	232	–	–	–	3	–	1
Damascus-Union 26	803	2	2	1	4	–	–
Dickey Prairie 25	53	–	–	–	–	–	–
Estacada 108	1,522	3	1	–	46	1	2
Estacada UH6	1,041	2	1	–	2	–	4
Gladstone 115	1,724	6	6	16	8	–	4
Lake Oswego 7	6,586	46	52	51	8	3	16
Maple Grove 87	28	–	–	–	–	–	–
Molalla 35	997	27	–	5	3	–	–

SCHOOL DISTRICT TOTALS
(continued)

County and Districts	White	Spanish Surname	Black	Oriental	American Indian	Russian	Other Minorities
Molalla UH4	932	10	2	–	1	–	–
Mulino 84	322	2	–	1	3	–	–
Ninety One 91	340	6	–	–	5	53	–
No. Clackamas 12	14,500	87	36	102	72	1	50
Oregon City 62	6,127	62	14	39	34	–	19
Redland 116	581	2	1	–	–	–	–
Rural Dell 92	149	–	1	1	–	–	–
Sandy 46	1,282	14	4	1	2	1	14
Sandy UH2	1,036	2	–	2	6	–	–
Shubel 80	60	–	3	–	–	–	–
Three Lynx 123	61	–	–	–	–	–	–
Welches 13	285	4	–	2	1	–	4
West Linn 3J	2,960	27	13	15	23	–	1
CLATSOP							
Astoria 1C	2,185	16	3	42	12	–	18
Jewell 8	101	1	–	–	–	–	–
Lewis & Clark 5	395	3	–	4	–	–	–
Olney 11C	45	–	–	–	–	–	–
Seaside 10	1,506	4	–	7	14	–	1
Warrenton-Ham'd 30	649	10	–	1	1	–	1
COLUMBIA							
Columbia 5J	1,807	13	2	7	4	–	4
Columbia County 13	1,473	2	1	10	3	–	–
Scappoose 1J	1,864	13	2	9	9	–	1
St. Helens 502	2,536	7	1	9	6	–	11
Vernonia 47J	676	14	–	6	5	–	1
COOS							
Bandon 54	892	–	–	4	4	–	1
Coos Bay 9	5,560	51	7	31	488	5	45
Coquille 8	1,885	4	–	9	11	–	9
Myrtle Point 41	1,220	4	–	–	23	–	–
North Bend 13	3,441	30	16	12	30	–	10
Powers 31	166	–	–	2	12	–	–
CROOK							
Crook County Unit	2,501	32	1	5	33	–	6

SCHOOL DISTRICT TOTALS
(continued)

County and Districts	White	Spanish Surname	Black	Oriental	American Indian	Russian	Other Minorities
CURRY							
Agness 4	17	–	–	1	–	–	–
Brookings-Harbor 17C	1,471	3	–	4	–	–	8
Gold Beach 3C	554	7	1	2	19	–	1
Gold Beach UH1	316	–	–	1	7	–	–
Ophir 12	94	–	–	–	5	–	–
Pistol River 16	22	–	–	–	–	–	–
Port Orford-Langlois 2CJ	697	–	–	3	5	–	–
Upper Chetco 23	29	–	–	–	4	–	–
DESCHUTES							
Bend 1	5,640	52	9	21	14	3	13
Brothers 15	7	–	–	–	–	–	–
Redmond 2J	3,118	37	–	9	18	–	1
Sisters 6	171	–	–	–	3	–	–
DOUGLAS							
Ash Valley 125	27	4	–	–	–	–	–
Camas Valley 21	189	3	–	–	7	–	1
Days Creek 15	270	12	–	–	2	–	4
Douglas County 4	6,648	63	4	43	31	2	6
Elkton 34	276	2	–	–	–	–	–
Glendale 77	579	13	–	1	4	–	2
Glide 12	1,097	2	7	–	6	–	–
North Douglas 22	574	5	6	–	3	–	–
Oakland 1	626	2	–	4	–	–	–
Reedsport 105	1,419	3	–	16	17	–	1
Riddle 70	636	9	–	1	–	–	–
South Umpqua 19	2,241	32	–	5	27	–	–
Sutherlin 130	1,516	15	–	1	13	–	1
Umpqua 45	56	–	–	1	–	–	3
Winston-Dillard 116	2,008	7	2	2	9	–	2
Yoncalla 32	395	7	–	–	6	–	–
GILLIAM							
Arlington 3	127	8	–	–	3	–	–
Condon 25	286	9	–	–	7	–	–
Olex 11	15	–	–	–	–	–	–

SCHOOL DISTRICT TOTALS
(continued)

County and Districts	White	Spanish Surname	Black	Oriental	American Indian	Russian	Other Minorities
GRANT							
Dayville 16J	83	–	–	–	–	–	–
John Day 3	870	5	–	–	5	–	2
Long Creek 17	112	–	–	–	–	–	–
Monument 8	106	3	–	–	–	–	–
Mt. Vernon 6	143	2	–	–	–	–	–
Prairie City 4	321	–	–	–	–	–	–
HARNEY							
Andrews 29	10	–	–	–	–	–	–
Burns UH2	491	2	–	1	16	–	7
Crane 4	45	–	–	–	–	–	–
Diamond 7	14	–	–	–	–	–	–
Double 0 28	3	–	–	–	–	–	–
Drewsey 13	17	–	–	–	–	–	–
Fields Trout Creek 3	8	–	–	–	–	–	–
Frenchglen 16	4	–	–	–	–	–	–
Harney County 1	744	24	–	7	40	–	1
Harney County UH J	100	–	–	–	1	–	–
Hines 30	249	5	1	–	2	–	–
Lawen 18	12	–	–	–	–	–	–
Pine Creek 5	7	–	–	–	–	–	–
Sodhouse 32	11	–	–	–	–	–	–
Suntex 10	6	–	–	–	–	–	–
HOOD RIVER							
Hood River 1	2,989	86	13	85	20	1	6
JACKSON							
Applegate 40	126	–	–	–	5	–	–
Ashland 5	2,944	26	2	19	10	–	5
Butte Falls 91	237	6	–	–	–	–	–
Central Point 6	4,226	53	2	13	22	5	2
Eagle Point 9	2,720	45	3	14	21	–	16
Medford 549C	9,446	96	6	45	31	–	14
Phoenix 4	1,952	20	–	16	22	–	2
Pinehurst 94	15	–	–	–	–	–	–
Prospect 59	238	–	–	–	–	–	–

SCHOOL DISTRICT TOTALS (continued)

County and Districts	White	Spanish Surname	Black	Oriental	American Indian	Russian	Other Minorities
Rogue River 35	1,164	24	–	9	16	–	5
JEFFERSON							
Ashwood 8	6	–	–	–	–	–	–
Black Butte 41	7	–	–	1	–	–	–
Culver 4	308	30	–	–	2	–	–
Jefferson 509J	1,598	65	10	3	693	–	7
JOSEPHINE							
County Unit	4,450	64	7	13	44	–	2
Grants Pass 7	4,920	36	5	31	17	–	19
KLAMATH							
Klamath County	6,579	139	60	45	397	1	13
Klamath Falls 1	2,011	66	25	9	81	–	5
Klamath Falls UH2	2,099	41	25	7	51	–	16
LAKE							
Adel 21	25	–	1	–	–	–	–
Fort Rock 24	46	–	–	–	3	–	–
Lake County 5	53	2	–	–	–	–	–
Lakeview 7	1,206	11	–	3	10	–	3
Paisley 11C	144	–	–	–	–	–	–
Plush 18	6	–	–	–	–	–	–
Silver Lake 14	73	–	–	–	–	–	–
LANE							
Bethel 52	3,341	40	13	21	22	–	12
Blachly 90	169	–	3	–	–	–	–
Creswell 40	974	3	–	4	2	–	6
Crow-Applegate 66	508	–	–	2	5	–	–
Eugene 4J	20,358	169	220	176	101	6	115
Fern Ridge 28J	1,823	16	2	5	14	–	2
Junction City 69	1,701	16	2	5	8	–	1
Lowell 71	455	7	–	–	–	–	–
Mapleton 32	450	4	–	2	–	–	–
Marcola 79	306	–	1	–	2	–	1
McKenzie 68	421	13	2	3	–	–	3
Oakridge 76	1,068	22	2	4	4	–	4
Pleasant Hill	1,345	2	4	6	3	1	5
Siuslaw 97J	1,381	–	–	–	3	–	–

SCHOOL DISTRICT TOTALS (continued)

County and Districts	White	Spanish Surname	Black	Oriental	American Indian	Russian	Other Minorities
South Lane 45J3	3,500	19	–	11	4	–	2
Springfield 19	9,673	88	24	31	70	7	15
LINCOLN							
Lincoln Co. Unit	4,942	15	9	15	125	–	9
LINN							
Albany 5	2,231	34	4	9	6	–	9
Albany UH8J	4,026	49	–	18	27	–	2
Central Linn 552 C	987	9	1	2	2	–	1
Clover Ridge 136	168	8	–	–	–	–	–
Crabtree 110	62	–	–	–	–	–	–
Crowfoot 89	715	10	4	2	2	–	3
Denny 78	26	–	–	–	–	–	–
Dever 20	30	–	–	–	–	–	–
Gore 81	63	–	–	1	–	–	–
Grand Prairie 14	328	4	1	5	2	–	–
Griggs 4	43	–	–	2	–	–	–
Hamilton Creek 33C	241	–	–	–	–	–	–
Harris 46	32	–	–	–	–	–	–
Harrisburg 42J	409	6	2	–	2	–	–
Harrisburg UH 5J	217	3	2	1	1	–	–
Knox Butte 19	104	4	–	–	4	–	–
Lacomb 73C	240	3	–	–	–	–	–
Lakeview 114	39	–	–	–	–	–	–
Lebanon 16C	1,546	19	–	6	13	–	3
Lebanon UH1	1,521	11	1	6	5	–	3
Lourdes 124	34	–	–	–	–	–	–
Mari-Linn 29J	190	1	–	–	7	–	–
McFarland 25	89	2	–	1	–	–	–
Mill City 129J	571	12	–	2	2	–	1
Millersburg 32	121	4	–	–	–	–	–
Oak Creek 15	31	–	–	–	–	–	–
Oakville 36	28	–	–	–	–	–	–
Price 6C	79	–	–	–	–	–	–
Riverside 24	73	–	–	–	–	–	–
Sandridge 30C	80	3	–	–	1	–	2
Scio 95C	61	–	3	–	–	–	–

SCHOOL DISTRICT TOTALS
(continued)

County and Districts	White	Spanish Surname	Black	Oriental	American Indian	Russian	Other Minorities
Sodaville 13	766	9	–	6	5	1	–
Sweet Home 55	2,643	38	1	3	21	–	2
Tangent 26C	79	2	–	–	–	–	–
Tennessee 102C	111	1	–	–	–	–	–
Wyatt 63CJ	61	–	–	–	–	–	–
MALHEUR							
Adrian 61	341	49	–	21	–	–	–
Annex 29	79	23	–	10	–	–	–
Arock 81	25	–	–	–	–	–	–
Brogan 1	14	–	–	–	–	–	–
Harper 66	86	–	–	–	–	–	–
Jordan Valley 3	47	–	–	1	–	–	–
Jordan Valley UH1	51	–	–	–	–	–	–
Juntura 12	22	–	–	–	–	–	–
Nyssa 26	685	555	15	20	2	–	1
Ontario 8C	2,127	406	22	131	3	–	23
Rockville 2	5	–	–	–	–	–	–
Vale 15	533	103	–	7	6	–	3
Vale UH3	378	22	–	5	–	–	–
Willowcreek 42	77	4	–	3	–	–	–
MARION							
Aumsville 11	534	5	1	–	–	–	–
Bethany 63	79	3	–	–	–	–	–
Brooks 31	134	7	–	–	–	–	–
Buena Crest 134	50	–	–	–	–	–	–
Cascade UH5	1,157	26	–	3	–	1	–
Central Howell 540	105	–	–	–	2	–	–
Cloverdale 144	84	–	–	–	2	–	–
Detroit 123J	162	–	–	–	–	–	–
Eldriedge 60	77	13	–	–	–	5	–
Evergreen 10	47	–	–	–	–	–	–
Gervais 76	133	87	–	2	–	28	–
Gervais UH1	323	55	–	–	–	–	–
Jefferson 14J	778	99	11	4	4	–	–
Marion 20	97	–	–	–	–	–	–
Monitor 142J	116	20	–	2	–	48	–

SCHOOL DISTRICT TOTALS (continued)

County and Districts	White	Spanish Surname	Black	Oriental	American Indian	Russian	Other Minorities
Mt. Angel 91	592	101	–	1	–	39	1
North-Howell 51	38	7	–	–	–	–	–
North Marion 15	1,241	200	–	–	–	–	–
North Santiam 126	83	7	–	–	–	–	–
Parkersville 82	19	–	–	–	–	18	–
Pioneer 13	42	6	–	–	–	–	–
Pratum 50	43	–	–	–	–	–	–
St. Paul 45	149	81	1	–	–	–	–
Salem 24J	21,172	466	149	88	104	5	50
Scotts Mills 73J	149	11	–	–	–	–	–
Silver Crest 93C	136	3	–	–	–	–	–
Silverton 4	1,026	35	–	1	4	2	–
Silverton UH7J	944	20	–	3	2	–	–
Stayton 77J	671	19	–	6	9	–	–
Stayton UH4J	572	3	1	3	2	–	1
Sublimity 7C	208	1	–	–	–	–	–
Turner 79	229	–	–	1	–	–	–
Victor Point 42C	134	1	–	–	–	–	–
West Stayton 61	92	9	–	–	–	–	–
Woodburn 103	1,428	392	4	13	5	247	8
MORROW							
Morrow	1,252	32	–	6	6	–	–
MULTNOMAH							
Bonneville 46	44	1	–	–	–	–	–
Corbett 39	628	10	3	3	9	–	7
David Douglas 40	7,850	64	54	138	51	2	23
Gresham 4	3,439	10	20	31	11	–	15
Gresham UH2J	5,183	16	25	56	5	–	4
Lynch 28	3,454	25	15	21	22	–	21
Orient 6J	688	2	2	8	3	–	1
Parkrose 3	5,003	27	64	85	8	–	13
Pleasant Valley 15J	365	2	2	–	–	–	–
Portland 1J	53,394	758	7,490	1,119	522	–	30
Reynolds 7	3,701	33	21	42	6	–	16
Riverdale 51J	209	–	–	5	–	–	1
Rockwood 27	2,233	36	17	16	9	–	6

SCHOOL DISTRICT TOTALS (continued)

County and Districts	White	Spanish Surname	Black	Oriental	American Indian	Russian	Other Minorities
Sauvies Island 19	86	–	–	2	1	–	–
POLK							
Central 13J	2,115	261	21	15	15	–	10
Dallas 2	2,558	15	4	7	22	–	5
Falls City 57	211	–	–	–	–	–	–
Perrydale 21	130	–	–	1	–	–	–
Valsetz 62	158	6	–	–	1	–	–
SHERMAN							
Grass Valley 23	54	–	–	–	–	–	–
Kent 9J	38	–	–	–	1	–	–
Moro 17	86	–	–	–	–	–	–
Rufus 3	51	–	–	1	–	–	–
Sherman UH1	145	2	–	–	–	–	–
Wasco 7	88	–	–	–	–	–	–
TILLAMOOK							
Beaver 8	140	2	–	1	4	–	–
Cloverdale 22	196	–	–	–	–	–	–
Hebo 13J	84	–	5	–	1	–	–
Neah-Kah-Nie 56	959	6	–	7	5	–	–
Nestucca UH3	248	–	1	3	2	–	–
Tillamook 9	1,987	18	1	9	8	–	4
UMATILLA							
Athena–Weston 29R	310	–	–	–	34	–	2
Echo 5	211	2	–	–	–	–	–
Ferndale 10	248	4	–	–	–	–	–
Helix 1R	97	–	–	–	2	–	–
Hermiston 8	2,312	94	10	10	47	–	–
Milton Freewater 31	735	27	3	3	5	–	2
Milton Freewater UH3	479	13	1	2	–	–	–
Pendleton 16R	3,424	22	18	17	215	–	2
Pilot Rock 2R	565	9	–	–	22	–	–
Stanfield 61R	373	9	–	–	2	–	–
Tum-A-Lum 4	67	–	4	–	–	–	–
Ukiah 80	105	–	–	–	–	–	–
Umapine 13R	86	5	–	–	2	–	–
Umatilla 6R	406	36	–	5	6	–	1

SCHOOL DISTRICT TOTALS (continued)

County and Districts	White	Spanish Surname	Black	Oriental	American Indian	Russian	Other Minorities
Weston 19	255	–	1	4	7	–	–
UNION							
Cove 15	244	1	–	2	–	–	5
Elgin 23	573	6	–	3	10	–	1
Imbler 11	328	1	–	3	1	–	–
LaGrande 1	2,891	21	18	6	6	–	4
North Powder 8J	183	–	–	–	–	–	–
Union 5	526	5	–	4	6	–	–
WALLOWA							
Enterprise 21	637	–	–	–	–	–	–
Flora 32	4	–	–	–	–	–	–
Joseph 6	331	–	–	–	1	–	–
Troy 54	8	–	–	–	–	–	–
Wallowa 12	419	3	–	1	–	–	–
WASCO							
Antelope 50J	5	–	–	–	–	–	–
Chenowith 9	1,031	1	2	4	29	–	5
Dufur 29	221	–	–	1	–	–	–
Maupin 84	135	6	–	2	4	–	–
Maupin UH1	106	–	–	–	6	–	–
Petersburg 14C	100	–	–	1	9	–	–
The Dalles 12	2,490	14	18	17	21	–	3
Tygh Valley 40	79	–	–	–	8	–	–
Wamic 42	58	–	–	–	1	–	–
WASHINGTON							
Banks 13	915	6	–	–	3	–	2
Beaverton 48J	19,770	103	67	167	25	–	68
Farmington View 58J	200	5	–	1	–	–	–
Forest Grove 15	3,655	259	5	6	5	–	–
Gaston 511J	500	25	–	4	–	–	–
Groner 39	257	13	–	2	6	–	–
Hillsboro 7	2,703	117	2	22	8	–	10
Hillsboro UH3JT	4,226	128	5	6	1	–	6
North Plains 70	318	9	–	–	6	–	–
Reedville 29	893	11	1	7	1	–	3
Sherwood 88J	1,239	9	2	4	1	–	–

SCHOOL DISTRICT TOTALS
(continued)

County and Districts	White	Spanish Surname	Black	Oriental	American Indian	Russian	Other Minorities
Tigard 23J	5,444	14	16	28	15	1	5
West Union 1	305	–	–	–	–	–	–
WHEELER							
Fossil 21	299	–	–	–	–	–	–
Mitchell 55	91	2	–	–	–	–	–
Spray 1	62	–	–	–	–	–	–
YAMHILL							
Amity 4J	592	25	–	2	3	–	3
Carlton 11	306	7	–	–	–	–	–
Dayton 8	842	111	–	2	1	–	3
McMinnville 40	2,928	161	4	22	5	–	1
Newberg 29J	3,186	40	–	5	10	–	3
Sheridan 48J	768	8	3	5	24	–	1
Willamina 30J	854	9	2	5	84	–	1
Yamhill 16	468	–	3	5	–	–	–
Yamhill-Carlton UH1	401	–	–	–	–	–	–
Grand Totals	448,446	7,979	8,864	3,577	4,602	503	1,008

TABLE XII

COUNTY TOTALS

County	White	Spanish Surname	Black	Asians	American Indian	Russian	Other Minority	Total
Baker	3,260	24	9	6	8	–	6	3,313
Benton	10,070	100	45	115	31	1	33	10,395
Clackamas	46,243	334	169	275	175	82	130	47,408
Clatsop	4,664	37	7	57	38	1	33	4,837
Columbia	8,356	49	6	41	27	–	17	8,496
Coos	12,843	136	29	86	587	6	63	13,750
Crook	2,490	32	2	7	23	–	7	2,561
Curry	3,109	16	4	11	47	–	15	3,202
Deschutes	9,103	89	8	34	39	2	8	9,283
Douglas	18,235	168	14	91	172	–	23	18,703
Gilliam	431	18	1	1	9	–	–	460
Grant	1,599	8	1	1	7	–	8	1,624
Harney	1,721	31	1	8	59	–	8	1,828
Hood River	2,910	96	13	75	29	1	11	3,135
Jackson	23,791	277	22	124	128	2	60	24,404
Jefferson	1,899	71	8	5	715	–	2	2,700
Josephine	9,602	151	8	28	54	–	19	9,862
Klamath	10,615	243	110	76	527	2	30	11,603
Lake	1,542	18	–	6	15	–	2	1,583
Lane	46,806	418	296	348	316	11	167	48,362
Lincoln	4,867	25	11	20	134	–	7	5,064
Linn	18,012	231	19	76	109	2	27	18,476
Malheur	4,451	1,198	34	165	15	–	30	5,893
Marion	33,083	1,679	158	252	205	436	58	35,871
Morrow	1,371	28	–	18	8	–	–	1,425
Multnomah	83,469	1,123	7,888	1,764	909	22	360	95,535
Polk	5,097	288	20	13	34	1	24	5,477
Sherman	478	1	–	4	1	–	1	485
Tillamook	3,470	28	7	18	27	–	10	3,560
Umatilla	9,944	209	39	52	332	–	9	10,585
Union	4,713	36	19	21	23	–	18	4,830
Wallowa	1,402	2	–	5	1	–	9	1,419
Wasco	4,152	43	23	31	84	–	14	4,347
Washington	40,833	799	109	316	63	4	144	42,268
Wheeler	452	3	–	–	–	–	–	455
Yamhill	10,250	333	11	70	130	2	13	10,809
STATE TOTAL	445,333	8,342	9,091	4,220	5,081	575	1,366	474,008

Data revised December 1975

TABLE XIII

GRADE TOTALS

Grade	White	Spanish Surname	Black	Asian	American Indian	Russian	Other Minorities	Total
Preprimary	549	63	329	19	10	1	–	971
Kindergarten	18,022	469	591	243	226	11	86	19,648
1	34,763	802	707	393	385	109	150	37,309
2	32,057	716	646	324	416	82	139	34,380
3	31,830	692	652	299	422	82	129	34,106
4	31,994	697	618	344	452	50	118	34,273
5	33,423	750	673	342	491	85	117	35,881
6	35,222	725	707	345	464	55	116	37,634
7	37,626	757	676	295	441	23	123	39,941
8	39,366	651	713	296	446	23	82	41,577
Unclassified Elementary	2,625	47	100	33	32	8	5	2,850
9	40,303	640	761	314	446	16	97	42,577
10	39,108	552	703	337	335	13	69	41,117
11	35,638	414	653	277	255	9	57	37,303
12	31,729	344	524	354	249	8	76	33,284
Unclassified Secondary	1,078	23	38	5	11	–	2	1,157
STATE TOTAL	445,333	8,342	9,091	4,220	5,081	575	1,366	474,008

Data compiled December 1975

TABLE XIV

PERSONNEL TOTALS
A. FULL-TIME STAFF*

Officials, Administrators, Manager	417.0	6	1	1	2	–	86.0	7	2	3	1	–	526.0
Principals	697.3	3	2	–	3		51.0	2	–	1	–	–	759.3
Assistant Principals, Teaching	38.0		–	–	–		40.0	–	–	–	–	–	78.0
Assistant Principals, Nonteaching	248.0	1	3	3	.2	–	37.0	3	–	–	–	–	297.0
Elementary Classroom Teachers	2,302.35	21	6	21	9	–	6,547.3	112	23	82	15		9,138.65
Secondary Classroom teachers	5,153.55	26	28	29	20		2,888.5	19	20	27	12		8,223.05
Other Classroom Teachers	242.0	2	2	3		–	537.0	3	1	7			797.0
Guidance	401.0	8	2	3	5		324.5	11	2	1	3	–	760.5
Psychological	23.0	–	–	–	–		27.0	–		–	–	–	50.0
Librarians/Audio-visual Staff	124.0	–		1	–		500.0	1	1	1	2	–	630.0
Consultants & Supervisors of Instruction	186.5	6	1	1	2	–	97.0	5	1		1	–	300.5
Other Professional Staff	188.5	4	5	2	1	–	396.0	8	4	2	6	–	616.5
Teacher Aides	122.0	28	10	2	2	–	1,802.0	156	55	19	12	1	2,207.0
Technicians	141.0	9	–	1	1		145.0	2	2		1	–	302.0
Clerical/Secretarial Staff	41.0	8	1	–	1	–	2,567.5	38	19	10	5		2,690.5
Service Workers	2,574.0	27	21	6	11		1,917.0	11	12	10	7		4,596.0
Skilled Crafts	746.0	16	5		4		72.0	–		–	–	–	843.0
Laborers, Unskilled	362.0	9	2	1	4	–	116.0	3		–	1	–	498.0
TOTAL	14,007.2	174	89	74	65		18,150.8	381	142	163	66	1	33,313.0

*Based on 115 sample districts

B. PART-TIME STAFF*

ACTIVITY ASSIGNMENT CLASSIFICATION	STAFF TOTALS												OVERALL TOTALS (SUM OF ALL COLUMNS)
	MALE						FEMALE						
	WHITE	BLACK	SPANISH SURNAMED AMERICAN	ASIAN AMERICAN	AMERICAN INDIAN	OTHER	WHITE	BLACK	SPANISH SURNAMED AMERICAN	ASIAN AMERICAN	AMERICAN INDIAN	OTHER	
Professional Instructional	386.5	1	1	1.5	–	–	853.6	3	4	8	2	–	3,879.0
All Other	519.0	24	3	2.0	7	–	3,204.0	61	22	13	24		3879.0
TOTAL	905.5	25	4	3.5	7	–	4,057.6	64	26	21	26	–	5,139.6
				C. NEW HIRES (7/1/75 - 10/1/75)									
Officials, Administrators, Managers	26.0	1	–	–	1	–	10.0	–	1	–	–	–	39.0
Principals/Asst. Principals	26.8	–	1	–	1	–	13.0	–	–	–	–	–	41.8
Classroom Teachers	687.6	2	5	8	2	1	1,019.3	10	17	15	2	–	1,768.9
Other Professional Staff	80.0	1	1		1	–	189.25	1	4	2	1	–	279.25
Nonprofessional Staff	384.5	16	7	1	2	–	921.0	29	40	8	5	–	1,413.5
TOTAL	1,204.9	20	14	9	7	1	2,152.55	40	62	23	9		3,542.45

*Based on 115 sample districts